

**Progress Report on the Motion on
“Strengthening and continuously supporting the teaching and
learning of Chinese for non-Chinese speaking students”
at the Legislative Council meeting on 18 November 2009**

Purpose

At the Legislative Council meeting on 18 November 2009, the motion on “Strengthening and continuously supporting the teaching and learning of Chinese for non-Chinese speaking (NCS) students” moved by Dr Hon Margaret NG and amended by Hon CHEUNG Man-kwong and Hon Starry LEE Wai-king was carried. The wording of the motion carried is at Annex.

2. This progress report sets out the actions taken by the Administration for Members’ information.

Support Measures for Enhancing the Teaching and Learning of the Chinese Language

3. Our support measures to enhance the teaching and learning of the Chinese Language for NCS students have been devised from three perspectives, viz curriculum provisions, support at school level and after-school reinforcement for NCS students.

Curriculum Provisions

4. On curriculum provisions, our efforts mainly cover three dimensions, viz curriculum planning, teaching pedagogies and assessment.

Curriculum Planning

5. This has been conducted in the form of the development of The Supplementary Guide to the Chinese Language Curriculum for NCS Students, which includes four curriculum modes, namely, “*immersion in Chinese Language lessons*”, “*bridging/ transition*”, “*specific learning*

purposes” and *“integration*”. The Supplementary Guide has been developed and was issued to schools in December 2008 to cater for the diverse needs and aspirations of NCS students as second language learners at different stages of development.

6. Following the typical learning process for acquisition of a second language, i.e. to start with listening and speaking, followed by recognising and writing Chinese characters, reading, and finally integrating writing with reading, the Supplementary Guide includes specific learning and teaching strategies in the following aspects: to develop spoken language through imitation, to separate the teaching of recognition and writing of characters, and to employ reading materials according to students’ vocabulary and psychological development, to integrate reading with writing, to provide language learning context, to implement peer learning, etc.

Teaching Pedagogies

7. We acknowledge the need to focus on the Chinese proficiency and the needs of NCS students to provide suitable teaching materials and effective pedagogies so as to facilitate effective learning. To equip the Chinese teachers with the pedagogies in teaching NCS students, schools have been provided with a series of teaching reference materials, including lexical lists for learning Chinese with English explanations, courseware on Chinese characters and learning software on traditional Chinese virtues, etc. developed alongside with the Supplementary Guide. Courses and workshops on effective use of the Supplementary Guide have also been provided to Chinese Language teachers. Evaluation and review of the Guide will also be conducted on a continual basis for further refinement with reference to the teaching practices and experiences collected from schools.

8. Based on researches of tertiary institutions and experiences of designated schools, the first set of learning materials in the textbook format, covering both primary and secondary levels, has been issued to schools and NCS students. The next set will be available in June 2010.

Assessment

9. We have commissioned a tertiary institution to conduct a research study on the Chinese Language standards of NCS students and the findings of which will form the basis for the development of assessment tools for schools. The assessment tools are expected to be completed by end 2010. Meanwhile, teachers are being prepared on how to conduct assessment for learning to provide spontaneous feedback to students, including NCS students.

10. Regarding the qualifications of the Chinese Language, for students who are able to attain Chinese Language proficiency comparable to their local counterparts, we encourage them to take the Chinese Language paper in the Hong Kong Certificate of Education Examination (HKCEE) or the future Hong Kong Diploma of Secondary Education (HKDSE). We have on the other hand, through Hong Kong Examinations and Assessment Authority, administered the General Certificate of Secondary Education GCSE (Chinese) Examination in Hong Kong to facilitate those NCS students who may prefer to have an alternative Chinese qualification. To further support those who have a late start in the learning of the Chinese Language or have not been given full opportunities to learn the local Chinese Language curriculum, we have, starting from 2010, subsidized the GCSE (Chinese) Examination to the effect that eligible NCS students sitting for the examination are charged an exam fee level on par with their local counterparts taking the Chinese Language paper in HKCEE. This alternative Chinese qualification will be considered for appointment to civil service posts and for further studies under the Secondary 6 Admission Procedures and the Joint University Programmes Admissions System.

11. The proposed Chinese proficiency benchmark test is in essence an assessment tool and qualification attainment. The development of assessment tools and recognition of the GCSE(Chinese) Examination as an alternative Chinese qualification mentioned above have, to a certain extent, served the purposes of the proposed test. It is worth-noting that more NCS students have taken the Chinese paper in the HKCEE and that about a half of the NCS students sitting in the HKCEE/Hong Kong Advanced Level Examination Chinese papers have attained Grade

E/Level 2 or above. The proposed test may limit the range of learning opportunities of NCS students. That said, the EDB will continue to evaluate the needs of the NCS students for a separate Chinese proficiency benchmark test.

Support at School Level

12. On the provision of support at school level, we have been enhancing the teaching of the Chinese Language for NCS students by means of our focused support to designated schools. In the 2009/10 school year, the number of designated schools has been increased from 22 to 26.

13. In fact, the provision of focused support is not confined to designated schools. Every year, all schools in the territory are invited to take part in various school-based support services offered or commissioned by the EDB. Teaching the Chinese Language to NCS students has been one of the focuses of such support. By the 2009/10 school year, a total of 22 non-designated schools have received support services similar to those rendered to the designated schools. Further, the University of Hong Kong has also been providing on-site support to 16 non-designated secondary schools admitting NCS students through the learning network under the cross-sector collaboration in supporting schools.

After-school Support Services

14. We are mindful of the need to reinforce after-school support services for NCS students, particularly in the support for the learning of the Chinese Language. In this regard, we have commissioned the University of Hong Kong to operate Chinese Language Learning Support Centre (Centre) to provide remedial programmes after school hours or during holidays for NCS students, particularly those who have a late start in the learning of the Chinese Language. The number of venues of the Centre has increased from 8 (2008/09 school year) to 10 (2009/10 school year). We will continue to conduct regular reviews on the demand for the services and enhance the service to suit the needs of the NCS students.

Enhancing Teachers' Understanding of Cultural Diversity and Subsidising Teachers' Professional Development

15. We have been mindful to enhance teachers' professionalism and understanding of cultural diversity in the teaching of NCS students. Apart from circulars to remind schools to promote racial equality and harmony, tailor-made teacher professional development programmes have been organised for this purpose. Similar to the 2008/09 school year, 3 seminars-cum-workshops will be organized in the 2009/10 school year.

16. Our subsidising teachers in the professional courses takes the form of running dedicated in-service training courses by institutions and network-based territory-wide professional sharing activities for schools with intake of NCS students. In addition to the courses for the primary school Chinese teachers teaching the NCS students starting from the 2006/07 school year, two full-time training programmes with the provision of supply teachers have been offered in the 2009/10 school year. The network-based territory-wide professional sharing activities for schools with intake of NCS students cover a wide range of topics to enhance teachers' capacity in addressing the needs of NCS students and promote their positive attitude in teaching NCS students.

Conclusion

17. The EDB is committed to facilitating all NCS students in adapting to the local education system and integrating into the community as early as possible. We are concerned about the education for NCS students and have been refining various support measures introduced to ensure that the support can be delivered in a more coherent manner to facilitate their learning. It takes time for the measures to take root and create a sustainable impact on students. The Administration would continue to evaluate the effectiveness of the various measures and take into consideration the views of different stakeholders.

Education Bureau
January 2010

**Motion on
“Strengthening and continuously supporting the teaching and
learning of Chinese for non-Chinese speaking students”
moved by Dr Hon Margaret NG
at the Legislative Council meeting
on 18 November 2009**

Motion as amended by Hon CHEUNG Man-kwong and Hon Starry LEE
Wai-king

“That, to effectively implement the Race Discrimination Ordinance passed by this Council in 2008, the Administration must introduce policies to achieve racial equality in a more comprehensive manner; this Council urges the Administration to strengthen and continuously support the teaching and learning of Chinese for non-Chinese speaking (‘NCS’) students, with the ultimate objective of upgrading NCS students’ Chinese proficiency, including listening, speaking, reading and writing, so that they can compete in the local employment market and gain entry to various professional sectors; to this end, this Council urges the Administration to adopt the following measures:

- (a) focusing on the Chinese proficiency and the needs of NCS students, to provide suitable teaching materials and effective pedagogies so as to facilitate effective learning;
- (b) to organize outreaching tutorial services to schools to provide ethnic minority students with language tutorials in Chinese, so that they will not lose their drive for learning because their Chinese proficiency continuously lags behind that of others; and
- (c) having regard to differences in Chinese proficiency and learning among NCS people as well as the Chinese proficiency required for working and living in Hong Kong, to formulate a Chinese language benchmark test suitable for NCS people, so that schools can use it as the teaching goal and various sectors can also assess their proficiency in Chinese in accordance with it; and
- (d) to enhance school teachers’ understanding of cultural diversity and subsidize their studying of relevant professional courses, so that teachers can support NCS students more effectively.”